

Activity #3: Observe Language Difficulties – Part 1
Section 7: Language Difficulties

Use this handout to take notes during the video.

What types of language difficulties do you notice among the children in the video?	Which children appear to have the most difficulty? What situations or tasks present particular challenges for them?
What instances of language difficulty in the video are typical of many young children, in your experience? What instances of language difficulty give you cause for concern?	What strategies does the teacher use to help children with language development and language difficulties?

Activity #3: Observe Language Difficulties – Part 2

Section 7: Language Difficulties

As you watch the video, fill-in the missing words from these key statements made in the commentary.

1. When a friend gets upset, that's an opportunity for us to teach them how to _____ with their peer using language.
2. When facilitating language development in a classroom, it's important to use both _____ and _____ - _____ strategies.
3. Kids with expressive and receptive language difficulties might not understand the words we're saying, but by pairing the word with a _____ or a _____, it helps them remap those pathways in their brains.
4. When we _____ kids on their skills and use _____ and _____, they're going to be more likely to continue to use that language over and over.
5. _____ is really important when you're working with kids who have language impairments or language disorders, because it's predictable language.